



Instructor Information

Instructor: Sarah E. Pearsall

Office: 2066

Office Hours: In person on Mondays and Fridays – 11:00 am to 12:00 pm AND by appointment virtually

Ways to Contact You: Office Phone # 863-8748 AND email: spearsall@floridapoly.edu You can also reach me via Canvas Messenger for low-stakes queries

Course Details

Credit Hours: 3.0

Course ID: ENC1101 **Sec #:** 05

Class Meeting: Face to Face

Class Meeting Times and Days: M-W-F from 9:00 am to 9:50 am

Classroom location: IST #1060

Virtual Channel in Microsoft Teams: this channel will be used for Virtual meetings and – if needed – virtual classes in case of emergency - Class Channel:

<https://teams.microsoft.com/l/channel/19%3aqKynls89EDBONxFrum48iNVD56kcuFrXndWyGPWSsE1%40thread.tacv2/General?groupId=1c16f459-ed62-430a-ad6d-d470aa939172&tenantId=8d84067d-9ad7-4572-9b10-133d36462aaa>

Official Catalog Course Description: This course focuses on the principal elements of writing clearly, efficiently, and effectively. Logical arguments, building research skills, and developing critical thinking through reading, writing, and discussion are also presented. This course meets communication/writing-intensive requirements (W).

Course Pre and/or Co-Requisites: none

Communication/Computation Skills Requirement (6A-10.030): This Gordon Rule course requires a minimum of 2,000 words created by the individual student.

Specialized Description: ENC1101 aims to help students become familiar with the rhetorical implications of the STEM writing they will face as academics and professionals, such as the different types of audiences STEM students will encounter, the variety of STEM genres they will write in, and the rhetorical strategies they will need to consider. There is a global misconception in the STEM fields that “data speaks for itself,” and rhetoric (the art of persuasion and meaning-making) does not have a place in the STEM writer’s toolbox. On the contrary, all STEM professionals use rhetoric to influence decision-making processes and communicate the importance of their work. Whether the audience is other STEM professionals, laypeople or non-STEM professionals in STEM fields, these audiences make choices based on the STEM professional’s research and design. Communication and writing play an enormous role in the STEM professional’s work life. They cannot be ignored or taken at a lesser value. There has been an outcry and demand from the STEM industries for better communicators and writers. Florida Polytechnic University is responding to this call by focusing ENC1101 on preparing the STEM student to be strong, rhetorically sound STEM writers and communicators.

How the STEM academic and professional adds meaning to their data helps those in power, such as stakeholders, investors, managers, government officials, and even the general voting population, make decisions. Without a strong understanding of rhetoric and the use of rhetorical processes, STEM students and professionals risk dangerous outcomes for their research, findings, and designs. Data can be interpreted in different ways. Different data can be the outcome of a similar study. Through argument, persuasion, and meaning-making, STEM communities strive to find the best solutions and safe design.

In this course, we explore different genres that help STEM students learn and understand rhetoric's place in STEM writing. Students will also develop and hone their own rhetorical strategies, building a solid foundation of writing skills and rhetorical strategies for the STEM writer that will help them transition to ENC2210: Technical Writing, where they will focus on the types of documents they will most commonly use in their professions. This course will also help build collaboration and presentation skills, two essential elements of the ideal STEM professional.

Required Text & Materials:

Primary 'Free' Textbook: Successful College Composition (SCC), Crowther et al., 2016

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1007&context=english-textbooks>

Secondary 'Free' Textbook (to fill in gaps, mainly rhetorical analysis and 'how to read'): A Guide to Rhetoric, Genre, and Success in First-Year Writing (GRGS), Gagich and Zickel

- The website where each chapter is its own page/link: <https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/>

***There will be supplemental readings and information provided by the instructor

Objectives

In this course, we will learn to:

- identify rhetorical purposes and methods of organization appropriate to topic, thesis, and audience;
- collect, read, analyze, and use information from a wide range of sources;
- write a clear, coherent essay observing appropriate grammatical, mechanical, and stylistic conventions;
- write competently in the expository and argumentative modes;
- evaluate, edit, and revise at all stages of the writing process

Alignment with Program Outcomes

Course Learning Outcome	ThinkWell/Learn-Well Diagram	General Education Competency	AHSS Certificate Outcomes
Analyze rhetorical elements in a wide range of texts	Analyzing	1	1
Compose thesis-driven academic essays	Creating	2,3,4	1, 2
Practice grammatical, mechanical, and stylistic conventions of academic writing	Applying	3	1
Summarize and synthesize information from a variety of sources	Evaluating	1,2,4	3
Integrate sources into original academic writing	Creating	4	1-5

	Metacognitive Learning Goals	Bloom's Higher Order Thinking Skills	Corresponding Learning Outcomes	Outcome Valuation
Lower Order Thinking Skills	To Identify or Define Information Students seek to answer some form of this what-based question: Can I list and/or define the key terms?	Remembering Students work to recall/recognize information, ideas, and principles in the approximate form in which they were learned.	Able to Recall or Duplicate Information Students will be able to reproduce information in similar form as the original source. Corresponds to tasks in which cues are embedded	
	To Explain Information Students seek to answer some form of this why-based question: Can I explain the reasoning behind the ideas/concepts.	Understanding Students work to explain and provide rationales to support concepts and/or principles.	Able to Provide Rationales for Information Students will be able to explain why concepts are essential to understanding the topic, subject, story, etc. Corresponds to tasks that require explanations or elaborations.	
Higher Order Thinking Skills	To Apply Information to New Situations Students seek to answer some form of this how-based question: Can I apply this information to a new or different situation, problem or context?	Applying Students work to transfer principles and/or concepts to a different problem or task with minimal cues or direction.	Able to Apply Information to Different Situations Students will be able to use information to complete a problem or task with minimal direction or cues. Corresponds to tasks that require application of knowledge to a situation.	
	To Compare and Contrast Information Student's seek to answer some form of this analytical question: Can I distinguish processes, procedures or principles from seemingly identical processes, procedures or principles?	Analyzing Demands that students be able to distinguish and differentiate between comparable processes, functions, methods, etc.	Able to Discern Nuances of Information Students will be able to discern patterns, differences and similarities within information. Corresponds to tasks that require students to distinguish between similar sets of information, processes or outcomes.	
	To Make Judgments About Information Student's seek to answer some form of this evaluative question: Can I determine the best rationale, plan, solution, course of action, etc., given the information.	Evaluating Demands that students be able to make judgments with information.	Able to Reach Conclusions with Information Students will be able to make judgments about information they've analyzed. Corresponds to tasks that require students to decide which course of action, solution or option is best.	
	To Introduce, Develop a Viewpoint Students seek to answer some form of this generative question: Can I synthesize the information in an original way?	Creating Demands that students be able to construct new information from existing information.	Able to Produce New Information Students will be able to present new meaning or generate new knowledge. Corresponds to tasks that require students to produce authentic work.	

General Education Competency -- Communication

Students will demonstrate the ability to communicate effectively and to analyze communication critically in both oral and written mediums. Students who complete the communication skills requirement will be able to:

1. Analyze, interpret, evaluate, and synthesize information to support an argument or conclusion.
2. Choose a topic and develop it for a specific audience, purpose, and context.
3. Employ the conventions of standard American English.
4. Identify and apply standards of academic integrity, including the use, attribution, and documentation of source material in an appropriate style.

AHSS Outcomes

This course supports the learning outcomes for the Arts, Humanities, and Social Sciences Certificate. For more information, see the academic catalog. Students completing the AHSS Certificate program will demonstrate aptitude in the following areas:

1. Communication—Students completing the certificate program will demonstrate the ability to deliver highly polished verbal communication appropriate to the audience and context.
2. Analysis and Interpretation—Students will demonstrate familiarity with various analytical frameworks associated with humanities and social science disciplines and thoughtfully apply them to social, historical, and other human phenomena.
3. Conceptual Translation—Students will demonstrate the ability to create connections between concepts in one area of human experience and adapt and apply them to another.
4. Epistemic Awareness—Students will recognize and describe different frameworks for constructing knowledge in the disciplines and the underlying assumptions, methods, and applications of that knowledge.
5. Reflective Learning and Responsibility—Students will demonstrate strategic and reflective learning through course content and develop a healthy critical analysis of their own responses.

Work

Assignments (examples)

- Short Writing Assignments
- Larger Writing Projects
- In-Class Writing Activities: discussions and small group work
- Presentations
- Collaboration

- Other

Assignment Weights (example)

- Papers & Presentations: 80%
 - Project #1: Popular Science Article: 20%
 - Project #2: STEM Rhetorical Analysis: 20%
 - Project #3: Proposal Argument: 30%
 - Project #3 Presentation: 10%
 - Short Assignments: 10%
 - Collaboration & Participation: 10%
- Total: 100%

Grade Scale

A = 93 and above	A- = 92.9-90	
B+ = 87-89.9	B = 83-86.9	B- = 80-82.9
C+ = 77-79.9	C = 73-76.9	C- = 70-72.9
D += 67-69.9	D = 60-66.9	F = 59.9 and Below

Tentative Course Schedule – Topics

Week #1:

- Weekly Topic: Introduction to Composition & Rhetoric
 - Day 1: Syllabus review & Canvas Overview
 - Day 2: What is good writing?
 - First Day Attendance Assignment: What is good Writing?
 - Rhetorical Assignment I
- **Readings:** due by Sunday
 - Chapter 1: Intro to Writing:
<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1007&context=english-textbooks>
 - Chapter 2: The Writing Process:
<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1007&context=english-textbooks>

Week #2:

- Weekly Topic: Exploring Rhetoric and Good Writer skills
 - Day 1: Discussion & Exploration Rhetorical Modes of Writing
 - Day 2: Discussion & Exploration Good Writers Are Good Readers
- Readings: due by Sunday
 - due by class time: Chapter 3: Rhetorical Modes of Writing:
<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1007&context=english-textbooks>
 - due by class time: Chapter 2: Reading in a Writing Class:
<https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/>

Week #3 - 5: Begins our first writing project of three: reminder – dates are subject to change. I reserve the right to Alter assignments. Please use the Canvas modules for up-to-date assignments and deadlines. This is only to be used to help you get a general understanding of the course.

Essay #1: An Informative & Surprising Essay (3 -5pgs): This essay asks you to inform your audience on a Stem subject with information that will be new and surprising to the audience. Consider the audience's knowledge base and what new information would engage and surprise them.

- Thinking Critically Assignment: 09/19/21
- Research Log: Due 09/19/21 – 11:59 pm
- Rough Draft: Due 09/28/21 – 11:59 pm
- Peer Review – Due 10/02/21 – 11:59 pm
- Final Draft – Due 10/05/21 – 11:59 pm

Week #6- 8: Essay #2: Textual/Rhetorical Analysis(4-6 pgs) – This essay requires students to analyze how a particular text uses details suited to the writer’s purpose and pattern to achieve his/her goal.

- Article Selection – Due 10/11/21 – 11:59 pm
- Reading Log – Due 10/18/21 – 11:59 pm
- Rough Draft – Due 10/19/21 – 11:59 pm
- Peer Review – Due 10/23/21 – 11:59 pm
- Final Draft – Due – 10/26/21 – 11:59 pm

Week #7 – 16: Essay #3: Proposal(5-8 pgs. Plus slide presentation)– This essay will require students to investigate a contemporary problem and argue (1) that the problem exists and matters, (2) how to solve the problem, (3) the feasibility of the solution, and (4) that the benefits of the solution reach the appropriate parties. For this essay assignment, students must use at least four sources of scholarly merit.

- Research Log – Due 10/26/21 – 11:59 pm
- Rough Draft – Due 11/09/21 – 11:59 pm
- Peer Review – Due 11/13/21 – 11:59 pm
- Final Draft – Due 11/23/21 – 11:59 pm
- Presentation Exploration Week: 11/16 – 11/22
- Presentation Prep Week: 11/23 – 11/29
- Presentations – Due 12/03/21 – 11:59 pm
- Project reflection – Due 12/03/21 – 11:59 pm
- Team Evaluations – Due 12/03/21 – 11:59 pm

Course Policies

Attendance

You are allowed 6 absences per semester in this course. This is the equivalent of 2 weeks of course instruction. There is no difference between an excused or unexcused absence. Use these days wisely and save them for illness and emergency – not sleeping late! After you have missed 6 class days, your final grade will be deducted one-half (1/2) letter grade. For example, if you have an “A” and miss 7 classes, I will lower your grade to an “A-.” Miss another class (total of 8), your final grade will go down to a “B+.”

This is an active writing classroom. Each day is important; we write, share, discuss, and work together in small groups. Some days are workshops where we collaborate and work on our large projects. Missing class is the key to failure. You will succeed if you attend class, ask questions when confused, and do the work. I will not remind you of your missed classes or that your grade had fallen due to missing class. You are an adult, and I expect that you can keep tabs on Canvas regarding how many classes you have missed.

Tardiness

If you’re late, enter quietly and don’t disrupt anyone. If you’re more than 10 minutes late, then you are absent.

Late Work/Make-up work

All late work and/or make-up work must be approved by the instructor for credit. If you submit late without notifying the instructor and working out a plan, the assignment will receive a “0”.

Technology Use

Since this is an active writing classroom, expect to write and/or conduct online research daily. A laptop, tablet, or smartphone is highly encouraged at every class meeting. You can also check out a loaner laptop at the IT/library on the second floor of the IST building.

It is also recommended that you have daily access to Canvas to check for daily announcements and any changes to the course. I use the announcement feature to alert the class to new information, class cancellations, and important reminders. It should be checked daily and viewed in "full site" mode. DO NOT VIEW CANVAS IN "LIST MODE" OR VIEW ONLY THE CALANDER; YOU WILL MISS VITAL, IMPORTANT INFORMATION, READINGS, AND RESOURCES THAT WILL LEAD TO FAILURE OF THE COURSE.

University Policies

Reasonable Accommodations:

The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations.

If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the [ODS student portal](#) and communicate with your instructor about your approved accommodations as soon as possible. Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):

DisabilityServices@floridapoly.edu

(863)874-8770

The Access Point

[ODS website: www.floridapoly.edu](#) > Student Affairs > Health Wellness > Disability Services

Accommodations for Religious Observances, Practices, and Beliefs:

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See University Policy.)

Title IX:

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. It is an educational goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is requirement for university employees to share information with the Title IX Coordinator regarding disclosure. However, please know that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment.

Academic Integrity:

All students are expected to adhere to the highest standards of academic integrity. Violations of academic integrity include actions such as cheating, plagiarism, use of unauthorized resources, illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the central mission of the university and negatively impact the value of your Florida Poly degree. It is critical that students take a professional approach to their academic work. The faculty and administration take academic integrity very seriously. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties. Do not compromise your integrity for a perceived short-term gain. More information about Florida Poly's academic integrity policies and procedures can be found here: <https://floridapoly.edu/wp-content/uploads/2017/07/FPU-5.005-Academic-Integrity-7.29.14.pdf#search=academic%20integrity>

Student Record of Lectures:

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use.

Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is prohibited. Further clarification may be found on the University website.